Identifying Faculty Unionization Barriers at Kabul University

Alireza Rajabipoor Meybodi
Management Sciences Department, Yazd University, Yazd, Iran

Gholam Reza Bordbar
Management Sciences Department, Yazd University, Yazd, Iran

Joma Khan Kazimi
Management Department, E-commerce student (MA), Yazd University, Iran

Ahsanullah Sazawar
Management Department, Marketing Management Student (MA), Yazd University, Iran

Article Info	Abstract
	Pupose: This paper aims to unveil the faculty unionization barriers in Kabul University. To utilize its sources and opportunities effectively and efficiently, universities need a cooperated faculty members. One way that makes faculties maintain their rights and privileges legally and build an equitable system is to establish Faculty Union. The research question addressed is: why Kabul University as one of the most influential and mother University in Afghanistan, still could not formed Faculty union? Method: For data analysis, the authors use thematic analysis to investigate the research question. Result: The results of this study show that Faculty Unionization Barriers at Kabul University classify under five categories including; Political barriers, Cultural barriers, Strategic barriers, Structural barriers and Legal barriers. The researchers of this paper believes that all these five factors rovolves around one axle; lack of an strong organizational culture in Kabul University. The identified barriers could be a facilitator for Kabul university faculty members and helpful in collaboration and Intra-Organizational Integration.

INTRODUCTION

Directing and leading the Human resources and utilizing employees' ability and competencies is crucial to achieving organizational goals. Universities as academic institutions are essential in educating and producing knowledge. The faculty is the main base of higher educations which their job attitudes directly influence educational research.

Universities, as an organization, to utilize their sources and the opportunities effectively and efficiently, need a cooperated faculty members. One way that makes faculties maintain their rights and privileges legally and build an equitable system is to establish faculty associations. The faculty associations are the mainstay of faculty members to achieve their goals and advance opportunities, champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for students, their families and communities.

There is no workplace free of hardships and adversities. Some of these hardships add minor inconveniences, while others foster enormous strain and fatalities. The life of an academic is also not immune from different forms of employee hardships. Simply acquiring and maintaining a full-

time position is an arduous task (Goldey et al. 2010). The conflicts are either external or internal. External sources of conflicts mostly address the counterpart of colleges and universities that is more obvious. Internal conflict sources are not the least important. It should be addressed appropriately and solve creatively. One example of intra-conflict among faculties is workplace bullying. Workplace bullying in higher education is a burgeoning behaviour that hurts faculty productivity and department collegiality.

Moreover, bullying behaviours often perplex academic administrators, who are just starting to formulate policies prohibiting workplace bullying (Hollis 2020). Gender discrimination is another debatable subject in faculty unions. Women in higher education face disadvantage in various facets of their academic careers: they receive lower salaries than their male counterpart (women made 90 cents for every dollar earned by their male counterparts) (Freund et al. 2016), Women faculty at doctoral are paid around 80% of what their men colleagues are paid (Dominguez-villegas, Smith-doerr, and Renski 2020), workloads are higher for women faculty than men, and they assigned in a task which is less promotable (Babcock et al. 2017; Guarino and Borden 2017; Misra et al. 2017; Pyke 2011, 2015) get cited less, there is gender disparity in participation by field, and in performance, recognition, and rewards in scientific careers (Fox, Whittington, and Linkova 2017), Women are less likely ever to be promoted to the full professor than men, and their promotions take longer (Misra et al. 2011)

For solving and getting rid of existing or potential adversities and problems, any legal communities, regardless of their size and nature of activities, try to maintain and use their rights at the fullest form, and faculties are no exception. We assume that faculty vote to form a union to increase their collective welfare and decrease the likely difficulties (Hosios and Siow 2004). The formation of a union allows faculty to make a credible threat to strike, with the potential of disrupting and even shutting down a university if their demands are not met (Porter and Stephens 2012)

As a civil society member, the faculty unions will initiate and enroot, just and only when the Political Organizations, Unions, Labor syndicates and different Professional Associations radicate in society and operate as active Intermediaries between governments and their members. In other words, to make a civil society, political power should be distributed, and social groups should be involved actively in public policy and decision-making. A sound and active participation require cultural tolerance context, facilitating freedom of expression and freedom of thoughts and the right to vote (Ashraf 1998).

The mainspring of faculty associations is to champion the rights and interests of its members. By creating and defining relationships between unions, these institutions facilitate the development of an intra-organizational value system. In this way, gradually establish a pervasive Intra-organizational tradition. Associations, by creating shared values and interests, engender a collective identity. Under this collective identity, they access a kind of self-consciousness regarding university issues and as an influential institution emerges in the scientific community. A glimpse into countries' history in different eras shows unions' influential roles in political, economic, and societal and even cultural deals. In the current century, the role of faculties is evident and undeniable (Armin 1998).

Under different theoretical models, teacher unionization can lead to higher or lower student achievement. Conceptually there are two primary reasons why teachers may become union members (Hoxby 1996). The first is that teachers maximize the same objective function as parents, namely student achievement, but have superior information about the correct input mixes. Union membership provides teachers with a collective voice to implement these input mixes. For instance, this may include asking for lower class sizes or higher salaries, which help attract and retain superior teachers. The second potential reason for teachers joining a union is that they have a different objective function than parents or school management, possibly one in which school policies that directly affect them, such as teacher salaries, receive greater weight than policies that only indirectly affect them, i.e. membership of a rent-seeking teachers' union (Kingdon and Teal 2010).

It is notable that, some scholar believes that Human resources in associations have adverse effects on organization functions since 19th century it was the main subject of political debates.

Meanwhile, by the U.S. financial crisis in 1970, governors took action to weaken unions in Ohio, Wisconsin and Indiana (Cassell 2014).

Historically, faculty union or unionization of academic society is back November 1918 when the American Federation of Teachers (AFT) came into existence in Howard University (Cain 2017) and organized 20 separate faculty union hoped to provide the more excellent voice of faculties, achieving academic freedom, maintain job security, and more importantly, some believed that joining the AFT could foster more considerable societal and educational change (Cain 2010).

Academic freedom is often challenging to define, sustain, police, and develop (Miller and Ahluwalia 2020). Of course, any phenomena have its proponents and opponents, both internal and external; that faculty unionization is not excluded in this manner. In the 1960s, when faculty unionization was introduced to college campuses, many faculty argued that joining a union undermines professional identity, creates a divisive force on campus, reduces faculty senates' role, and weakens the campus culture collegiality and consensus (Cassell 2014).

Academic freedom that emerged in early nineteenth century for the first time in a codified form, is essential to the educational mission of universities (Ross, Savage, and Watson 2021) and it has different interoperations for different people. For some, it is about preventing external forces like government, religions, and corporations from sitting and insisting upon scholarly agendas, measures and rewards. For others, it is about teaching and researching what you please. Opponents of academic freedom speak coldly of its abuse and welcome the drive to accountability. Supporters refer positively to creativity and disparage surveillance (Miller and Ahluwalia 2020). Anyway, faculty union as a solid address, by teaching and training the principles of academic freedom to ensure any potential deficiencies are swiftly addressed, play as a safeguard, especially at the time of political or leadership transition, faculty union protect the students, faculty, and institutions from any political motivated attacks (W. 2020).

Meanwhile, the questions that advocates and opponents pose are as follows: what means do faculty union in higher education? How influence the faculty unions on universities' performance? Either faculty union, as opponents say by increasing budget and decreasing flexibility damage the universities or proponents say faculty unions through managements Institutionalization and processes standardization and likewise bind managers to standards; make the university more capable and competent? (Rothgeb and Mitakides 2015).

Faculty associations are made as essential players in public institutions of higher educations in most countries, especially in developed societies. In the United States, close to a third of all public four-year colleges and universities, a faculty union represents either tenure-tracked faculty, adjuncts, or part-time instructors. In U.S. colleges and universities, about 25% of all faculty and staff are in a union or covered by a collective bargaining agreement (Cassell 2014). Unionization growth is exceptionally high among adjuncts and graduate students. In 1998, 75,882 adjunct and part-time instructors were represented by unions. By 2012, that number had doubled to 147,021. About 20% of graduate student employees or 64,000 graduate student employees are represented by unions, distributed among 28 higher education institutions, all in the public sector (Julius and DiGiovanni Jr 2013).

What are the effects of unions on organizational performance in higher learning? What relationship exists between a public sector performance and the Labor force in unions? Answering these questions indicates that faculty unions as the key players by demanding higher wages and salaries, boosting their job securities, and taking a greater span of control over their organizational environment try to maximize their welfare (Rothgeb and Mitakides 2015). As one conservative think tank put it: if the government did not make the exception for unions, they would be illegal and possibly criminal under the untrusty law, due to the extracting especial benefits for a few at the expense of the rest of the society by suppressing free competition (Cassell 2014). Also, some scholars argue that unionization by codifying the informal procedures, standardizing the rules, and institutionalizing transparency and accountability can lead to organizational rigidity (Cassell 2014). Some others note that faculty union heads or bargaining members play a political game, not collective action. Instead of asking what you did for us, they ask what you did for me lately (Nissen and Churchill 2020). Also, educational unions are criticized for disregarding their

responsibility as professionals toward educations and students. For instance, critics of teacher unions claim that teacher unions tend to protect incompetent teachers, place their own needs and interests above their students and continuously demand salary increase even if there is more urgency to elevate teacher professionalism and improve teacher quality (Ghosn and Akkary 2020).

However, when it comes to Afghanistan's union history, there is a lack of opinions unity. One argument says the first unions in Afghanistan formed between the years of 1950-1971(Saidi 2010). They claim that The First Kabul University students' syndicate was established in1950. The second Kabul university students' syndicate was established in 1969. The faculty union was established in 1971 in collaboration and participation of Kabul university faculty and Polytechnic University faculty to fight for their national and organizational rights. The leadership board selected through a free and democratic election that 31 faculty members selected as leadership council, and in its first meeting, they inaugurated the executive committee. However, due to intensifying combat between right-wing and left-wing parties, the faculty union could not keep its unity, and as it established in the blink of an eye, it dissolved. Nonetheless, In Afghanistan, Universities are acting as an educational center and as a hotbed of freedom fighters, liberalism, organizational and associational combats. According to these arguments, Different Organizational institutions and syndicates, mostly students' syndicates, come into existence between 1950 and 1971.

The second argument is that the first union in Afghanistan was formed in 1967. During 1967-1969, the first Labor strike sparked by Jangalak factory employees, Gulbahar Loom factory, Nangarhar Cannel and North gas-oil installation employees and following by 1978 revolution and when the People's Democratic Party of Afghanistan (Communist) came to power, the new regime established the Central Council of Afghan Trade Unions (CCATU) which began to organize a trade union structure (ICTR 2005; Keshtmand 2002).

After the Soviet withdrawal in 1990, the CCATU was replaced by the National Workers' Union of Afghanistan. Following Kabul's capture by the Mujahidin in 1992 and the declaration of an Islamic Republic, this structure ceased to exist (ICTR 2005). Following the intervention by US-led forces and the Taliban regime's drive, there has been no trade union activity. There are no Labor courts or collective bargaining mechanisms. There are no reports of strikes or other forms of organized industrial activity (ICTR 2005).

It was just a brief tale of Afghanistan unions, but currently, it is not better than the past; there are no well-structured and organized unions. Peace, justice, human rights, and fundamental freedoms are considered vital for societies' stability and well-being across the world. Any social body is responsible and influential in providing and maintaining these important, but faculty as an ideal role model and social thought conductors are more engaged and effective. Faculty can take action more effective only if they have a specific address and centrality. As a unit centrality, the faculty association provides the faculty with more decision-making power to act or react in favour of or against social issues, especially toward their rights. In Afghanistan universities, despite faculty union importance, still, there is not formed. In this research, we try to outline the barriers and obstacles faced by the faculty union.

LITERATURE REVIEWS

Political and socio-economical evolutions worldwide and transitions from midcentury begot Industrial Revolution, utilizing human resources in one hand and violence, instrumental use of human resources, inequality in payments, social gaps and stratification, and upper-class violence the other hand, caused unionization in different fields and places. Unions in different countries had different procedures; for instance, according to Florida Constitution, public employees can represent the unions (Robinson 2019). This bill identifies the Labor rights and clarifies that: "The right of persons to work shall not be denied or abridged on account of membership or non-membership in any Labor union or Labor organization. By and through a Labor organization, employees' right to bargain collectively shall not be denied or abridged. Public employees shall not have the right to strike" (Legislature 2021).

While studying and analyzing the effects of Labor unions on the public sector, the most crucial factor to consider is that; is there any law to define and specify the membership or, in some

specific condition, deny it? In America, without Right-to-work, unions can discuss provisions. However, employees covered by the enacted act make the union bind to pay a part of their salaries or wages. Right now, in 24 states, the Right-to-work is applicable. Researchers found that union establishment is more difficult in countries with Labor law than in those who have not. Economic policymaker institutions declare that states Labor law decreases public employees' salaries (Ginsberg 2011).

Other researchers claim that the Labor law decreases investment in the public sector and maybe decreases the expenses and decreases organizations' effectiveness (Auxter 2016).

Another argument that can be open on Faculty Unions, is the preservation and observation of other parties' right by faculty unions. In some case, as it happened against implementing student success programs under the Chancellor's Vision for Success strategy in California Community College system, faculty union may go against its counter parties. The above mentioned program which formulated by Dr. Ortiz Oakley planned to dependent 20% of funds on students success rate and made students and faculty the two sides of the same success coin. Faculty Association of California Community Colleges Board of Governors issued no confidence vote in the Community Colleges Chancellor's Office (Fabienne-Sophie 2020).

RESEARCH METHODS

Research is a systematic process of collecting, analyzing, and interpreting information and data to increase our understanding of a phenomenon we are interested in or concerned about (Leedy and Ormrod 2016; Williams 2007). In other words, research is the process of collecting and analyzing data to increase our understanding of a subject. In a nutshell; Research is a systematic method of finding the answer or solving a research problem (Creswell et al. 2007).

This qualitative study with an exploratory approach sought to examine and interpret union barriers in Afghanistan. The data was collected through semi-structured interviews, and the target group was the full-time faculty of Kabul University. Six faculty were interviewed in a Purposive approach (Theoretical Sampling) and Chin referral (snowball approach). After the interview transcription, we used thematic analysis to interpret the data. With an iterative process based on theme analysis, the critical concept related to 'Identifying faculty union establishment barrier at Kabul University' is outlined. Eventually, 102 codes and 22 subthemes in form 5 original theme identifies.

Data collection

This qualitative study with an exploratory approach, sought to examine and interpret the Faculty Unionization Barriers. It was performed between August 2020 and Jun 2021.Through a semi-structured interview and theoretical sampling in a chin referra (snowball approach), six participant were selected among Kabul university Faculty.

Initially, the researchers interviewed two foreknown faculty. After each interview, they were asked if they know anybody who are interested in this subject. As in most qualitative studies, the sample size in this study depended on data saturation. It means we discontinued the interviews at the point that additional data or forther interview do not led to any new emergent themes. The saturation happned in 4th – 5th interviews, to make sure, we interviewed few more participants.

The purpose, application of the study and their desired time and place of the interview were determined through phone calls and direct messagges. The interviews were performed face-to-face, the interviews were recorded for transcription and better understanding. For better organizing and avoiding disorder, we followed seven stage of interview introduced by Steinar Kvale (Kvale 1996), each interview lasted between 30 to 60 min.

In a six steps that normally followed in each thematic analysis; Familiarize with data, Assigning preliminary codes, Search for themes, Reviews the themes, Define and name the themes and finally produced the report with an iterative process based on thematic analysis, the initial concepts related to the subject outlined. Eventually, ۱۰۲ codes and ۲۲ subtheme formed 5 main themes.

To Maintain Privacy and Confidentiality, we used pseudonym for each participants. to assess validity, researchers recommend a series of techniques that contribute to valid research

findings. Researchers should make sure that the findings reflect the experience of participants or the context in a believable way. Qualitative researche cannot be assessed through a single test or step in the research process, but should rather follow the rules of a processual validity that depend on decisions made in every steps of the research process (Steils 2021). To examine the reliability and Validity of codes, we applied trangulation (validity checking through contribution of three or more co-researchers in coding and theme extraction) and Member cheking with Holsti's Method. Holsti's Formula is;

$$PA_{\circ} = \frac{2\bar{A}}{(nA+nB)}$$

where PAo represents percentage of agreement between two coders, $\bar{A}$ is the number of two coders' consensus decisions, and nA and nB are numbers of decisions coders have made respectively. The statistic ranges from "0.00 or 0 %" (no agreement) to "1.00 or 100%" (perfect agreement). Table 1 Show the calculation;

Table 1.
Holsti's Coeffecient Calculation

Coder	Sr.	Interviewee	Total codes	Number of agreement	Number of disagreement	Inter-coder reliability (%)
A	1	Khurasani	37	16	5	86.49
	2	Bakhtari	38	15	8	78.95
	3	Ariayee	44	20	4	90.91
		Total	119	51	17	85.71
B	1	Khurasani	31	14	3	90.32
	2	Bakhtari	36	15	6	83.33
	3	Ariayee	35	14	7	80.00
		Total	102	43	16	84.31
	Grand Total		221	94	33	87.07

The statistical calculation of Holsti's coefficient (87.07%) show a high agreement between Coders. In Member cheking approach, researchers share the codes and themes extracted from interviews with related participant to chek if the researcher(s) could extract what the participant means. In this study, after transcription, we sent the extracted codes and theme to selected participants and asked them to share freely their opinion about the codes and themes extracted from their recorded interviews. They were strongly agree what we extracted.

RESULTS& DISCUSSION

After transcribing the interviews, we gave a pseudonym for each interview. For analyzing the data, we used thematic analysis, which is a prevalent approach in the qualitative method. Transcripted interviews were read, reviewed, and the related concepts, which were the answer to our question (Identifying faculty union establishment barrier at Kabul University), were determined and then coded. After coding stages, researchers labelled each code and then subthemes which semantically and conceptually were close, put together and formed the key themes. Key themes are the answer to research questions (Jafari et al. 2012) extracted from Kabul University Faculty interviews.

Table 2.
Initial Concepts and Descriptive Codes

	Initial Concepts	Descriptive Codes
1	Collective Participation	Coordination And Unity, Cooperation, Cooperation And Objectives, Collective Thoughts
2	Informal Institutions	Problem Solving Institute, Unionization, Social Body, Informal Institution
3	Peculiar Privileges	Goals And Salaries, Needs, Spiritual And Nonspiritual Issues
4	Unions	Relationship Referral, Defensive Reference, Defendant Of Rights
5	Code Of Conduct	Code Of Conduct, Bylaws, Laws
6	Failure	Failure
7	Faculty Partnership	Faculty Awareness, Viewpoint Uniformity, Meeting, All Faculty Participation, General Participation, Doing Own Responsibility, Better Performance
8	Faculty Coordination	Unisonous, Faculty Solidarity
9	Educational Environment	Educational Environment
10	Faculty Union Efficiency	Efficiency, Effectiveness, Irrefrangible Relationship, Education Quality, Direct Effects
11	Faculty Unionization	Faculty Union
12	Attitudes	Attitudes
13	Challenges	Challenges
14	Externa Institutions Interventions	Public Sector Intervention, Invisible Hands, Different Institutions, Other Parties Interventions, External Stonewalling
15	Socio-economical Barriers	Social conflict, financial barriers, stance taking, Economical and Security Problems
16	Favourable Social Context	There is no social differences, no barriers, coordinated collective behaviour
17	Intra-organizational collaborations	Appropriate performance, union efficiency, consistency between government and university policies.
18	Collective behaviour Inconsistency	Collective behaviour Inconsistency
19	Organizational communication channel	The direct relation between quality of faculty life and teaching quality, tie line, faculty wants provision, union as a medium, garnishments
20	Problem Solving organization	Fulfilling the contracts, address to solve faculty problems, faculty contribution to programs
21	Union Integration with government policies	Non-intervention of government policies, the inefficiency of government policies, compatibility of union with government policies.
22	Government Policies are an obstacle for the faculty union.	Government programs are barriers for unions; government do not support external interventions, government policies effectiveness, against the unions, union as a barrier.
23	Faculty disappointment	Faculty disappointment
24	Existence of law	Existence of an independent office, Existence of law, non-intervention, unions do not intervene directly, a legal procedure in recruitment
25	Bridle the violation of rights	In case of sabotage could interfere, in case of legal changes, it could be useful, support transparency, bridle the violation of rights
26	Contribution on programs	Contriving for a union, superficial cooperation, collaborations with students, Contribution on Ministry of Higher Education policies

	Initial Concepts	Descriptive Codes
27	Disaffiliation	Unsuitable ground for unionization, lack of facilities, union as a barrier for Ministry, disaffiliations, lack of cooperation, seek for sedition
28	Conflict of interest	Conflict of interest

Table 3. The Original Theme

Themes	Subthemes
Political barriers	Government policies as a barrier to unions
	Union integration with government policies
	The intervention of external institutions
	Interests conflicts
Cultural barriers	Inconsistency of collective behaviour
	Failure
	Faculty disappointments
	Lack of collaborations
	Suitable social ground
	Intra-organizational cooperation
Structural barriers	Union
	Informal institutions
	Faculty contributions on planning
	Faculty participations
	Faculty coordination
Strategic barriers	Problem-solving organization
	Peculiar privileges
	Communication channel
Legal barriers	Legal existence
	Champion of rights and privileges
	Bridle the violation of rights
	Code of conduct

The above table shows the themes representing Faculty Union Barriers at Kabul University; combining these subthemes, the original themes formed to indicate the Faculty union barriers.

As shown in figure 1, the extracted diagram pattern consists of 5 themes and 22 subthemes. In the following paragraphs, we discussed in detail the five obstacles on the Faculty Unions.

There is much ambiguity about the failure of the Faculty union establishment at Kabul University. It is arguable that even though The Constitution of the Islamic Republic of Afghanistan clarified and recognized the formation of associations and parties under the provision of law, Kabul University Faculty, as a Mother University, did not form the faculty Union. In Article 35, paragraph 1, Afghanistan Constitutions clarify that; "The citizens of Afghanistan have the right to form social organizations to secure material or spiritual aims by the provisions of the law." In the following lines, we will discuss political-related obstacles which faculty faced.

Due to different political views among Kabul University faculty, it seems resulted in a lack of intra-organizational integrity and disunity. Different and even opposite political views among Kabul University faculty caused disintegration and dissipation; accordingly, it damaged the Faculty association's unionization process at Kabul University. The differences initiated from affiliations of Kabul University Faculty with political parties. This political affiliation and sectarian thought of the majority make it difficult even for unaligned faculty to step forward to form an association. An independent union, free of following any sectarian or non-related dominant ideology and out of could be pervasive and inclusion, without any marginalization. Unions, for their legitimization, admissibility and longevity, must follow Impartiality. In this way, unions

could play an influential role in championing their members' rights and securing their freedom and prestige.

Unfortunately, the faculty union does not have a long history and solid background in Afghanistan. For the first time, in 1971, Kabul University Faculty and Polytechnic University Faculty tried to form a union. However, political parties wooed them to join right-wing and left-wing parties. The union members treated responsibly and denied affiliate the union to politics. This demeanor resulted in union dissolution. Whereas, Extensive performance and success are positively related to Longevity and Organizational Maturity.

However, syndicates are the social opposition, but when influenced by the government, they lose their role as a medium, and they have to act as a government factor. Some of the Kabul University faculty, along with their collegial posts, have governmental positions too. This occupational dichotomy makes it difficult to harmonize two different organizational interests into one mind. Those faculty who have non-collegial positions in government cannot go against government and Ministry of Higher Education policies.

It is hard to talk about financial problems and poverty in Afghanistan. There is no region or area in Afghanistan that there would not be economic problems and poverty. As time passes, Impoverishment and poverty increase and getting worse. Likewise, Afghanistan engaged in prolonged war and faced insecurity. In Afghanistan, 54.5 percent of the population lives below the national poverty line in 2016 (Asian Development Bank (ADB) 2020). World Bank expected that the poverty rate might increase to between 61 percent and 72 percent in 2020 (World Bank Group 2020). The majority of the population lives in complete destitution.

Furthermore, the 2020 budget was Afs.416 billion ($5.5 billion), which about half of this amount (207 billion or 48 % of total budget) loaned or donated by foreign countries. It means Afghanistan too depends on other countries (Financial Ministry of Afghanistan 2020). For 2021, the Afghanistan government presented 452 billion Afghanis ($5.8 billion), again a large amount of this budget comes from external sources; 47 % from internal sources, 45.3 loaned or donated by foreign countries, 7% remain unfunded (Financial Ministry of Afghanistan 2021).

Universities have no separate or independent budget to pay the faculty; financially, it depends on the Ministry of Higher Education. Financial dependency is another challenge to the faculty unionization of Kabul University. On the other hand, implementing a non-integrated strategy and interest conflict among faculty negatively affects unionization.

Despite that cultural barriers are an inevitable matter in any society, in Afghanistan, societal problems such as poverty, unemployment, discrimination, social inequality, violence, etc., due to misuse of resources and legal abuse, are pervasive cultural and social barriers that have adverse effects on social development. On the other hand, diversity and disuniting become a gravy train for divisive. As the mind's software, organizational culture forms one's personality, and cognitions make them flexible and coordinate with others. It determines behavior, including decisions, and gives a sense of identity to organizational members (Isensee et al. 2020). However, some cultures not only provide flexibility and coordination but even deteriorate the situation. Kabul University faculty members are no exception from such poisonous Cultural barriers, here are some of them:

"It is not about what you know but whom you know" is an old saying commonly heard before or after attending an interview for hiring some positions in Afghanistan. Unfortunately, connections, referrals, bureaucracy, political involvement and even family or ethnic names are matter in the recruitment process in Afghanistan, from Pre-employment Screening to job placement, both in the Public and Private sector.

Nepotism is a form of favoritism granted to relatives and friends in various fields, including business, politics, entertainment, sports, religion and especially in offering them a job without proper regard to their qualifications (Ragauskas and Valeškaitė 2020). Nepotism breaks the link between employment and meritocracy and can create state exploitation opportunities (Ragauskas and Valeškaitė 2020). In the public sector, it is considered a particularly toxic phenomenon. It goes against the public interest: citizens generally expect that public employees deserve their jobs, hired according to merit-based criteria.

One study shows that nations with high levels of corruption and a Competitive low environment among universities generally exposed more to favoritism in faculty recruitment and

career advancement. If there be a high intense competitive environment among universities, Inevitably, they will adopt Meritocracy and Transparency (Tytko et al. 2020).

Afghanistan is a multiethnic country. The population of the country consists of numerous ethnolinguistic groups. Diversity brings in different talents together and has a more diverse set of solutions to specific problems; it means cultural heterogeneity brings productivity and creativity. However, in a War-torn and developing country like Afghanistan, ethnic and cultural diversity would play into opportunists' hands to attain and maintain their chair. It resulted in Nepotism, Favoritism and Cronyism.

Kabul University, as a part of academic society, deals with these problems. Instead of focusing on academic works, they provoke differences. In recruitments, evaluations, advancing and granting the opportunities, they could not think out of the box of ethnicity. Nepotism and sectarianism are the severe problems for faculty unionization at Kabul University. Another university, such as Nangarhar University, Balkh University, Takhar Univesity, etc., formed their faculty unions. In these universities, the majority of faculty members belong to one ethnic group and the same sect. Ethnic and religious diversity in Kabul University and consequently interests and goals conflicts between faculties members make it difficult for the faculty union.

Provoking religious differences and dividing society into inferior and superior by religious extremists is another obstacle in forming faculty unions. The propaganda that one day Shiite will seize power, or the ethnic group who are majority pay more than minorities, or one sect is superior to others, etc. envenoms the public thoughts and distraught them. Kabul University is not the exception to this toxic bait. Furthermore, as we discussed before, due to financial dependency and some religious and cultural affiliations, external factors intervene.

Men are a creature between being and becoming, dreams and reality, between desires and actions, subjectivity and objectivity, between willing and ability; but, when we look back, there are many back-to-back failures, unmet wills and unfulfilled dreams. Designing the right strategy and applying it at the right time and appropriate context ensures organizational success. All organization, to achieve their goals, need to have the right strategy at the right time. Usually, organizations at different levels fail to apply the strategies appropriately. Here is some strategic barrier or failure regarding Faculty unionization in Kabul University:

Lack of effective communication between Kabul University Management and Ministry of Higher Education, poor communication between faculty members, poor communication between different college members to apply the university strategic plans are challenges to unionization.

Suppose we presume that societies are the battlefield of different social groups who are fighting for their interests. In that case, these social group can achieve their goals only if they have internal solidarity, a defined constitution and a well-organized formation.
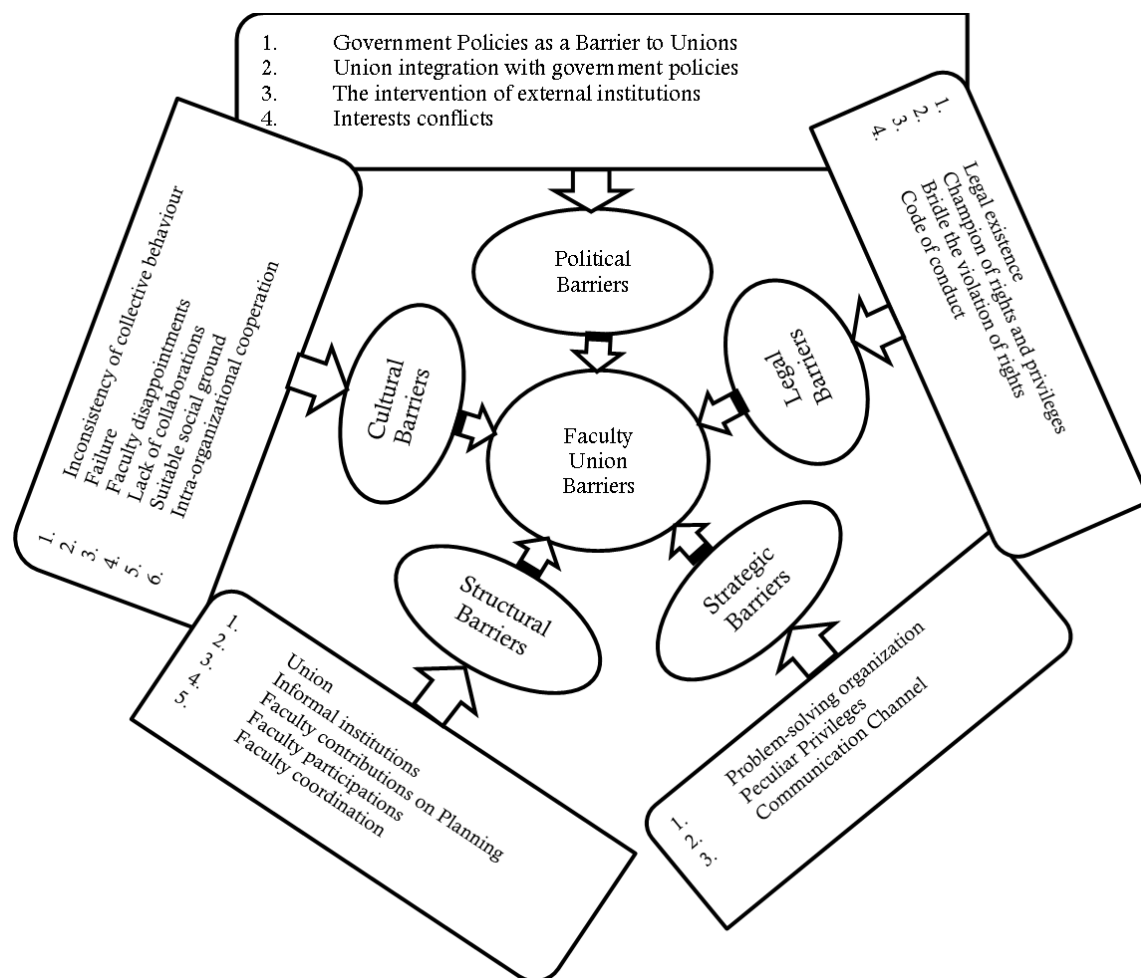
Figure 1. Themes, subthemes and final themes

Intra-organizational inconsistency results from dissatisfaction due to different thoughts, attitudes, and behaviours from different people. Inconsistency exists in any organization, but it may emerge in different forms due to different social and cultural contexts. Lack of consistency among Kabul University Faculty is serious jeopardy that unionization faced. The cause of inconsistency at Kabul University are interest conflict, ethnicity and linguistic gap, etc. Concentrating on harmonization and congruence can help faculty unionization.

Organizational structure as an influential factor on organizational effectiveness is discussable. An organizational structure defines how activities are directed toward the achievement of organizational aims. Kabul University, as an academic institution, has its structure that directs the faculty members' activities. One of the most common reasons that organizations fail is ineffective

organizational structures. A common indication of ineffective organizational structure is excessive conflict and the inability of teams to work together. Here are some structural barriers in Kabul University:

Skipping and violating the faculty recruiting rules, individualistic and interest conflict among faculty resulted in low faculty unionization participation. Assignments and faculty recruitment in Kabul University influenced by politics. Generally, resumes with political signals are considered more than resumes with qualification marks. Applicants who are backed by some political party seize the post easier than those who do not. Employers are likely to hire like-minded partisans rather than opposing partisans. The faculty assigned in this way are more loyal to an affiliated political party than academic society.

The complex recruitment process slows down the procedure, and it is time-consuming. Faculty members' recruitments consist of two-step phases, one related to the Ministry of Higher Education and the other phase belongs to the related college. Ambiguity in-process and delay in

execution are among structural barriers. The above-discussed point disinterest the faculty members to participate in Faculty Unionization.

Regulations are a set of rules and guidelines that people or organization members can follow to maintain discipline in society or an organization. Lack of regulations about faculty unions in Kabul University caused faculty members could not form unions. Also, interest conflict between faculty and the Ministry of Higher Education resulted in the responsible government institutions (Ministry of Higher Education) not taking any action to facilitate unionization. However, those universities which have faculty union is according Associations Law that belongs to Ministry of Justice. Associations Law of Afghanistan which was enacted on May 6th, 2013, in Article 9, declares that Associations with common or same objectives and activities can join or merge.

CONCLUSION

Faculty demand the rights accorded to other unionized groups of workers/employees such as; collective Bargaining, reasonable workload, pay increase, health benifites, grieivance procedures, empowering, call for decision making etc.

The current study that its primary objective was "Identifying Faculty Unionization Barriers in Kabul University" and have propounded this question that "what is faculty unionization in Kabul University?", considering this research as a qualitative and exploratory approach, there is not necessary to present initial answer or design hypothesis, for access to the final answer, we utilized thematic analysis.

The presented pattern regarding faculty union barriers at Kabul University consists of 5 themes are the five factors that are hindering faculty unionization at Kabul University. These themes include Political barriers, such as different political views, lack of historical background, faculty with governmental positions and economic problems; Cultural barriers, like poverty, unemployment, discrimination, social inequality, nepotism, religious sectarianism; Strategic barriers, including lack of effective communications and lack of intra-organizational coordination; Structural barriers and Legal barriers. Cultural and political barriers, especially nepotism and Religious sectarianism, are more evident and intense.

To sum up, as per researchers, all the five mentioned factors or barriers to faculty unionization at Kabul University revolve around one axle; that is a weak or even lack of Organizational culture, more specifically lack of faculty culture at Kabul university.

Organizational culture is the organization's orientation towards its employees, customers, goals, Philosophies, visible structures, process and assumption that underlie the thought process, feelings, beliefs and perception of members. Organizational culture becomes the underlying factor of member's decisions, choice; and is very vital since it can either unite or divide the organization's members. Therefore it create an integrate part of the Organization environment (Maseko 2017).

Faculty culture can be defined as the pattern of customs, ideas, and assumptions driving the faculty's collective set of professional attitudes and behaviours (ISM 2018), It can be treated as one of the main subject which shapes the relations, working process, and decision making and problem solving process in an university. An strong faculty culture help to align the members goals and interests, save the group from any external interfering and internal discrepancies (Rajabipoor, 2018). In other hand, in a weak organizational culture due to individualistic environment, lack of group thingking, high chance of conflict, ego clashes and lack of participative decision making it is hard to instil the conllective thinking to members, weak culture pave the way to external factors to interven and make a slacken bond between faculty. It's expected that a weak organizational culture of Kabul university is unable to unite the faculty members from many subcultures with different religions and Idealogy under one roof.

This study has both practical and scholarly implications. Identifying Barriers to faculty unionization offers insight for better preparing and/ or responding to unionization effort.

Our findings demonstrate how unionization barriers may be understood as multi factors embedded and woven throughout subculures within larger organizational context, political, exonomic and structural factors. In this regard, an strong organizational culture approach provides both functional and insightful means to respond to the different level of relationships among faculty and within a complex culture of the universities.

The data from this study reveals several practical applications worthy of future study that we mentioned in "Suggestions for future researchers" and " Recommendations to higher education accountable". Limitations of this research is, first, Generalization: As in exploratory research the investigation of a Phenomena accomplesh in its own specific context where it happens, the generalization of finding in other context and situation is limit; so, the findings of this study may not be extendable to other universities. Second, data collection: Covid-19 pandemic were another hindrance to this study, for it was hard to meet faculties due health care protocols and were not interested to participate. Third, Lack of literatures: Citing prior research studies forms the basis of literature reviews in any studies and help to lay a foundation for understanding the research problem. Lack of literature and historical background in Afghanistan about the related subject was another barriers that researcher faced to. Fourth, Poor knowledge of participants about the topic.

The current study exclusively held on Kabul University, this institution can't represent other universities all over the country; so, a promising stream of research is suggested here; we suggest the future researchers to address other universities by sampling faculty members from all higher education institutions all over the country to understand if other universities' faculty face the same barriers or not. Furthermoere, it would be better the future studies statistically examine the results and cover the female faculty members too.

As per our assumptions, weak organizational culture at Kabul Universities and the hardline subculture holders cause the major barriers to faculty unionization; it would be far more better if these assumptions observe by future researchers by a systematic study. And finally, we suggest that the future researcher observe each barriers found in this study as a single topic and determine the effect of each factors on faculty unionization.

This research is about exploring faculty unionization barriers. To facilitate faculty unionization in Afghanistan, This research would like to recommend, first, the Ministry of Higher Education regulations drastically needs to be revised, especially Article 43, which allows the faculty to have a non-collegial position in government concurrently when s/he is an active faculty member. Second, promoting cultural tolerance in Kabul University, specifically among faculty members. Third, considering the faculty members reasoned and legal rights by the Ministry of Higher Educations. Fourth, prioritizing the academic responsibilities to non-collegial activities by faculty members Fifth, defining the legal status of Faculty Union in Higher Education Ministry Law.

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